**2nd Grade Math, Topic 10.2 Estimating Sums**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Coins | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 2nd grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers  **Problem of the Day** 10-2  “Use the number line to solve. A group of children are going to the zoo on a bus. How many children are on the bus if there are more than 37 children and less than 39 children.   * Have children draw a number line from 30 to 50 in their math journals. * Discuss answers to **Problem of the Day.** | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***Division*** Create a class definition of “estimate”.  Ask “How can you estimate a two-digit sum?”  Record responses.  Then write the definition of the word in math journal. | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Problem: “Suppose you have 60 cents and you want to buy toys that cost 28 cents and 34 cents. Can you buy both toys?  Students get into pairs and figure out the problems using their 6 dimes. Talk about the their answers, reemphasize the vocabulary.  Extend: Change the amount of money as you go along, doing problems #1-4. Ask if they can still buy the toys using 60 cents. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning* Bridge on student page and projected (if access to document camera)  *Guided Practice* problems 1 & 2 whole class (using coins)  *Guided Practice* problems 3 & 4 independently, then partner share responses  \*ReTeaching Set B on page 312 | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems 5 -10. Brain builder is problem 11. | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 10-2** Have students complete and turn the Quick Check. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Try Together** (partner game from Differentiated Instruction On-Level or Advanced) | | 1. **Leveled Homework** (Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: “Create a **Problem of the Day** using estimation. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 10-2** | |